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ABSTRACT

This document is a guide developed for the Dallas Independent School District's (DISD's) Multiple Careers Magnet Center, which provides special education students with training in standards of work performance and specific occupational skills for successful transition to community life and employment. The document also provides information for data-driven assessment that can be used for special populations and offers program developers a conceptual paradigm of functional vocational assessment and data formats. The guide includes the following six sections: (1) prevocation program model; (2) best practices; (3) correlating curriculum components functional assessments; (4) functional assessment tools and individual profiles; (5) the vocational IEP (Individual Education Plan); and (6) functional assessments as academic excellence indicators for special populations. Fifteen appendixes, which make up most of the document, contain the following: various occupational skills scoring data sheets for building maintenance, building trades, business administration, business support systems, food production, hospitality services, and laundry services occupations; matrixes of the Life Centered Career Education Curriculum with several vocational programs, profiles, and curricula; and samples of the Street Survival Skills Questionnaire Student Profile; the Acquisition of Specific Skill Rating Scale Student Profile, and IEPs for new students, and second- and third-year students. The guide contains 26 references. (KC)

Curriculum Based Functional Vocational Assessment Guide

Correlation of the Life Centered Career Education Curriculum With Specific Occupational Programs, Standards of Work Performance, and Campus Assessment Instruments

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Curriculum Based Functional Vocational Assessment Guide

Correlation of the Life Centered Career Education Curriculum With Specific Occupational Programs, Standards of Work Performance, and Campus Assessment Instruments

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Introduction

The purpose of this document is to serve as a guide for the program for which it was developed, to demonstrate that data driven assessments can be used for special populations, and to offer other program developers a conceptual paradigm of functional vocational assessment and data formats.

Two years of program planning have been synthesized into this training document. Dr. Quinones developed the formats used in this process and coordinated this team effort. The staff listed on the front cover developed the specific occupation-vocational skill training data and other items for inclusion in our campus program development plan. Our LCCE Media Specialist and our counselor were instrumental in training staff to use profile formats and Vocational IEP formats.

Please note the following interchangeable terms in this document: occupational and vocational; cluster and program; and Dallas Independent School District and Dallas Public Schools.

WAQ
10/30/99

Part I Prevocational Program Model

Multiple Careers Magnet Center Programs

The mission of the Dallas Independent School District's (DISD) Multiple Careers Magnet Center (Multiple Careers) is to provide special education students with training in standards of work performance and specific occupational skills for successful transition to community life and employment. To achieve this mission the following goals are addressed: 1] implement best practices for vocational education of individuals with special needs by incorporating *Standards of Work Performance* (i.e., work habits and personal-social adjustment skills) (Riches, 1993) and the *Life Centered Career Education* (Brolin, 1993, 1997) curricula; 2] implement seven Career and Technology Education programs for the Disabled; and 3] implement the local building testing program to obtain information for data driven decisions. The seven Career and Technology Education programs for the Disabled are Building Maintenance, Building Trades, Business Support Systems, Business Administrative Procedures, Food Production, Hospitality Services, and Laundry Services.

The Multiple Careers Magnet Center serves from 100 to 130 students, depending on the severity of each individual's disability. Placement criteria includes the following:

- ◊ Eligible to Receive Special Education Services in DISD
- ◊ Completion of Comprehensive Vocational Assessment
- ◊ Completion of Pre-Application Forms for Multiple Careers
- ◊ ARD/IEP [Special Education Admission, Review, or Dismissal/Individual Educational Plan Meeting] Planning with Parents and Staff from Multiple Careers
- ◊ ARD/IEP Development of an Initial Individual Education/Vocational Plan and Recommendation for a Specific Vocational Cluster Placement
- ◊ Bus Transportation Arrangements by the Home School
- ◊ Copies of ARD/IEP Documents to Multiple Careers.

All students at Multiple Careers are currently eligible for special education services in DISD. Students attend the Multiple Careers Magnet Center for half-day while taking academic courses at their home school.

Career and Technology for the Disabled

Public school vocational programs in the Texas are called Career and Technology Education. The seven vocational training clusters at Multiple Careers are called Career and Technology Education for the Disabled [CTED] courses.

Cluster-Program Descriptions

CTED building maintenance.

Students learn concepts and skills associated with basic building repair skills. These include proper techniques in repairing interior and exterior walls, sheetrock, and minor plumbing

and electrical maintenance. Also, students are provided opportunities to understand and apply the basic principles of building cleanliness and repair needs for building.

CTED business support systems.

Students learn to operate equipment used in management, including personal computers and word processors. They gain basic knowledge and skills in using business machines such as the typewriter, electronic calculator, jogger, and copier. Also, they learn to sort, file, distribute mail, perform telephone and receptionist duties, and practice ethical business procedures. Students in this vocational course are also enrolled in CTED Business Administrative Procedures.

CTED business administrative procedures.

Students learn general office and clerical procedures with special emphasis on print reproduction. Areas of study include office techniques, ten-key and calculating machine operation, micrographics, business mathematics, oral and written communications, and job application and interviewing. Students become familiar with procedures and equipment used in printing and office duplication. Students in this vocational course are also enrolled in CTED Business Support Systems.

CTED food production, management, and services.

Students develop skills in preparing and serving food on a commercial basis in the cluster's cafeteria. They learn to use commercial equipment correctly and safely. They comply with high standards of sanitation in all phases of food handling, grooming, and hygiene. They can learn to coordinate various phases of meal planning, preparation, and serving to ensure customer satisfaction. Students acquire skill in opening and closing, cleaning up, bussing tables, and operating the cash register.

CTED building trades.

Students learn basic skills associated with construction trades with emphasis on basic carpentry. Skills are developed in reading simple plans, layout, framing, decking, roofing, sheet rocking, electrical work, and using power tools as well as hand tools. They become acquainted with the basic concepts of purchasing, stocking and inventorying supplies.

CTED hospitality services.

Students develop skills in performing routine housekeeping tasks that will enable them to obtain jobs in hotels or motels. They learn to use cleaning equipment and supplies, follow sanitary procedures in performing all types of cleaning tasks, recognize differences in floors for appropriate cleaning methods, clean and sanitize restrooms, recognize differences in fabrics for appropriate laundering, remove and replace bed linens, make beds, prepare and serve meals, and maintain high standards of personal grooming and hygiene.

CTED laundry services.

Students learn to sort clothing articles into correct classes, identify stains, use proper spotting agent, launder and press washable items, dry-clean and press woolen and silk items, and make a final inspection of the finished product. Also, the students develop social and counter skills for working with the public.

CTED work-based learning, internship, and guided job placement.

Real life exposure to the world of work is an integral part of the student's learning at Multiple Careers. Participation in the transition to work-based learning, internship, and guided job placement experience takes place in the student's third year of training. This experience may take several forms: job shadowing, non-paid internships, and paid internships. The student continues to develop standards of work performance (work habits) and the continued acquisition of specific occupational skills.

Campus Improvement Plan (CIP)

The Campus Improvement Plan is the road map for the school. It has been developed with input from staff, parents, and a review of current best practices. The Multiple Careers Magnet Center CIP incorporates the *Life Centered Career Education* curriculum (Brolin, 1993, 1997) and commercial tests of functional vocational behaviors. The CIP is revised annually and is available in every teachers room and the principal's office. Other best practices at Multiple Careers are supported in related professional literature (Brolin, 1993; Brolin, 1982; Brolin, 1976; McCarron, et. al., 1982; Power, 1984;; Smith, et. al., 1995; and Smith & Puccini, 1995).

PART II Best Practices

Life-Centered Career Education (LCCE) Curriculum

The LCCE Curriculum (Brolin, 1997; 1993; 1982; and 1976) has been adopted for use for the following reasons: 1) it is currently a best practice and nationally recognized in the field of special education; 2) it is a vocational curriculum and meets the needs of our special population; and 3) it is an inclusion curriculum because its final goal is the transition of students to successfully live and work in the community at large.

The LCCE provides a complete approach to prepare the student for productive and successful transition to community life and work. The LCCE curriculum is divided into three broad competency units: Daily Living Skills, Personal Social Skills, and Occupational Guidance and Preparation.

Daily Living Skills

Nine different competencies are identified in this curriculum area. Each competency is focused on teaching the student to manage a home, family and finances as effectively as possible. Reading, math and science are academic subjects covered in Daily Living Skills. For example, reading may involve identifying the correct food item for a recipe, math utilizes measuring the ingredients accurately, and science may address understanding the reaction heat has on cake batter. Each competency is designed to help the student live as independently as possible, whether he/she is living at home or on his/her own. Daily Living Skills is a target area in the Campus Improvement Plan. Competencies include the following: Managing Personal Finances; Selecting and Managing a Household; Caring for Personal Needs; Buying, Preparing and Consuming Food; Buying and Caring for Clothing, Exhibiting Responsible Citizenship, Utilizing Recreational Facilities; and Getting Around in the Community (Brolin, 1997, pp. 12-13).

Personal-Social Skills

Personal-Social Skills are developed within seven different competencies. Each competency is focused on developing skills that will help the student to adjust within a community. Independence, self-confidence, socially acceptable behaviors and maintaining personal friendships are four targets of this curriculum area. The development of personal-social skills such as interpersonal relationships and communicating with staff and peers are important work habits needed for successful community employment. Personal-Social Skills is a target area in the Campus Improvement Plan. Competencies include the following: Achieving Self Awareness, Acquiring Self Confidence, Achieving Socially Responsible Behavior, Maintain Good Personal Relationships, Achieving Independence, Making Adequate Decisions, and Communicating with Others (Brolin, 1977, pp. 12-13).

Occupational Guidance and Preparation

Six competencies address the needs for occupational awareness and counseling, work evaluation, work adjustment, vocational education, job tryouts, job placement, and follow up. The curriculum assists the teacher and student through the process of exploring job possibilities and making occupational choices. Occupational Guidance and Preparation is another target in the Campus Improvement Plan. Competencies include the following: Knowing and Exploring Occupational Possibilities; Selecting and Planning Occupational Choices; Exhibiting Appropriate Work Habits and Behaviors; Seeking, Securing and Maintaining Employment; Exhibiting Sufficient Physical-Manual Skills; and Obtaining Specific Occupational Skills (Brolin, 1997, pp. 12-13).

The late Dr. Brolin has been a consultant to the Multiple Careers and Dallas Public Schools (DPS) Special Education programs.

Standards of Work Performance

Standards of Work Performance (Riches, 1993) is a best practices text describing functional assessments and training in the area of developing appropriate work habits. The text itself also serves as a curriculum guide for teaching work habits such as punctuality, working with supervisors, and observing safety rules. Training methods, assessment procedures, and recommendations for IEP development for 67 work habits are addressed in the text.

Multiple Careers adopted the title of the text as a goal in the school mission statement: to develop standards of work performance (SWP) skills for all of our students. Along with specific vocational skills, these are work habits necessary for successful employment.

Texas Essential Knowledge and Skills

Texas Essential Knowledge and Skills (TEKS) are the required curricula for foundation and enrichment subjects for students in the state of Texas (Texas Education Agency, 1999). The TEKS are organized by grade and by subject areas. The subject areas are defined as Chapters in the TEKS system. Chapters related to the programs at Multiple Careers are as follows:

- Chapter 120. Business Education
- Chapter 122. Home Economics Education
- Chapter 123. Technology Education/Industrial Technology Education
- Chapter 125. Trade and Industrial Education.

These curricula are adapted for students at Multiple Careers. Teachers have developed a syllabus outlining the adapted curricula. The Acquisition of Specific Occupational Skills (ASOS) rating scales developed for each CTED vocational cluster serve as a syllabus guide and as part of the mid-term and final examination documentation. The ASOS rating scales can be found in Appendices A-G.

PART III

Correlating Curriculum Components and Functional Assessments

These matrices were developed to serve as a graphic chart of the relationship of the LCCE components to the functional assessment tools, standards of work performance, and the specific vocational cluster programs.

Matrix of the *Life Centered Career Education Curriculum*, a Community Survival Skills Assessment, and a Functional Vocational Assessment

This matrix compares the LCCE, SSSQ, and WAP as utilized at Multiple Careers. The correlation in the matrix assists the teachers in identifying related curriculum components and areas needing to be included in Vocational IEPs and lesson planning. Although the SSSQ does not correlate directly with all the competencies and subcompetencies of the LCCE, the test provides important information on student skills in the areas of money, measurements, and time. The WAP correlates to subcompetencies in the LCCE related to work habits, such as "Recognizing importance of attendance & punctuality," "Work with others," and "Meet demands for quality work" (Brolin 1997, pp. 12-13).. The matrix can be found in Appendix H.

Matrix of the *Life Centered Career Education Curriculum* and Specific Vocational Programs

Each vocational cluster has a different set of vocational skills and learning objectives for students. The LCCE supplements the curricula of all the vocational clusters. Some competencies and subcompetencies of the LCCE may not be applicable to all the vocational clusters. Many subcompetencies of the "Daily Living Skills" (Brolin, 1977, pp 12-13) competency area would not be addressed in most of the vocational clusters. However, many of the subcompetencies in the "Personal-Social Skills" and "Occupational Guidance and Preparation" (Brolin, 1997, pp. 12-13) competencies relate directly to the specific vocational clusters. The matrix can be found in Appendix I.

Matrix of the *Life Centered Career Education Curriculum* and District Initiatives of Reading, Mathematics, and Writing

Grade level proficiencies in areas of reading, mathematics, and writing are part of the Dallas Public Schools five year goals (DPS, 1999). These academic subjects are part of the curriculum at each student's comprehensive home school campus. Vocational-related areas of reading, mathematics, and writing are important areas to consider in preparing for a specific occupational career. In the Multiple Careers vocational programs, the related areas of reading, mathematics, and writing are addressed by the LCCE and measured by the SSSQ functional assessment. The correlation of these adapted academic areas can be seen in the matrix in Appendix J.

PART IV

Functional Assessment Tools and Individual Profiles

Riches (1993) defines functional assessment as “practices...developed to allow for the measurement of an individual’s performance in the natural setting or context in which the behavior is desired” (p. 3). The author further describes functional assessment as identifying specific skills of a job and the development of assessment and training procedures for these specific skills. The local building testing program at Multiple Careers consists of functional assessments. These functional assessment techniques also meet the criteria of “curriculum-based assessment techniques” and “curriculum-based vocational assessment” (Sittington, et.al., 1996, pp. 82, 84). The tools below are the functional assessment instruments used to measure vocational development for students at the Multiple Careers programs.

Standards of Work Performance Assessment

The functional assessment measurement piloted and adopted for use in the area of standards of work performance is the *Work Adjustment Profile* (Becker, 1989).

The *Work Adjustment Profile* (WAP) is used at Multiple Careers as the measure of standards of work performance, or work habits. The WAP is a rating scale with 63 items in four domains: “Work Habits/Attitudes,” “Interpersonal Relations,” “Cognitive Skills,” and “Work Performance Skills” (Becker, 1989). Some of the areas may overlap, but the concepts of basic work habits, working with others, cognitive skills related to work, and quality of work are addressed in these areas. The WAP also serves as a measure of certain areas of the LCCE curriculum (Refer to the matrix in Appendix H.).

The WAP is administered at the end of each semester to each student and serves as part of the mid-term and final exam testing documentation. New students will have an additional WAP administered during the first six-weeks enrollment. Normative data is available for the WAP and is used for profiling. However, the most useful data are individual profiles using raw scores to show a student’s progress in each area from semester to semester. An example of a WAP profile can be found in Appendix K.

Community Survival Skills Assessment

The *Street Survival Skills Questionnaire* (Linkenhoker & McCarron, 1980) serves as our measure of skills needed to function in the vocational community. It also serves as a measure of certain areas in the LCCE curriculum (Refer to the matrix in Appendix I.).

The SSSQ measures nine content areas: “Basic Concepts; Functional Signs; Tool Identification and Use; Domestic Management; Heath, First Aid, and Safety; Public Services; Time; Money; and Measurement” (Linkenhoker & McCarron, 1980, pp. 8-9). There are 24 test items in each of the nine areas. Responses are recorded as the individual responds by pointing to the correct template in a set of four templates on a page. The test is useful in assisting teachers in programs such as Food Production where liquid measurement is important or Building Trades and Building

Maintenance where linear measurement is essential. In addition to standard scores, the results are placed on a "Master Planning Chart" which shows specific correct responses (p. 47). There is also a curriculum guide, *Curriculum Guide for the SSSQ* (McCarron, Cobb, Smith, & Barron, 1982), which teachers use to assist in developing lesson plans.

The SSSQ is administered in the beginning of the first year of placement and prior to work-based learning placement in the third year. Normative data are available for various groups and student profiles are developed using these norms. However, like the WAP the SSSQ raw scores are profiled and are useful in showing student progress in any of nine areas addressed by the test. An example of an SSSQ profile can be found in Appendix L.

Acquisition of Specific Occupational Skills Assessment

Each cluster teacher has developed an Acquisition of Specific Occupational Skills (ASOS) rating scale for use as part of the mid-term and final exam testing documentation (Appendices A-G). The formats are the same for each cluster and provide a consistent program-wide evaluation component: 5-High Competence Level/No Assistance Needed; 4-Moderately High Competence Level/Minimal Assistance Needed; 3-Adequate Competence Level/Routine Assistance Needed; 2-Moderately Low Competence Level/Frequent Assistance Needed; and 1-Low Competence Level/Constant Assistance Needed. At present, normative data has not been developed for these rating scales. However, as with the WAP and the SSSQ the raw scores of the ASOS rating scales can be used to compare individual student progress from semester to semester. An example of an ASOS student profile can be found in Appendix M.

PART V

The Vocational Individual Education Plan-VIEP

The Individual Education Plan (IEP) has been a traditional process for students in Special Education programs. The concept of a Vocational IEP (VIEP) is not as common, but certainly a needed process. The development of a VIEP for a specific vocational/occupational training cluster can be accomplished using the functional assessments in this guide: the WAP, the SSSQ, and the ASOS rating scale. Each functional assessment plays an important role in monitoring the vocational development of each student in the areas discussed: SWP (work habits) as measured by the WAP; the development of specific occupational skills as measured by the ASOS rating scales; and community skills for successful employment as measured by the SSSQ and the LCCE curriculum.

Functional Vocational Assessment Data

The WAP serves as the method of obtaining functional assessment data. Based on the latest administration of the WAP, the teacher can determine the SWPs-work habits which need to be addressed. The teacher prioritizes and develops the IEP to reflect work habits in need of improvement. For new students, there is no WAP, but basic work habits necessary for all vocational programs at Multiple Careers can be used. For example a new student would need the following prerequisite work habits: demonstrates ability to take care of personal hygiene needs, demonstrates ability to maintain appropriate appearance, and does not exhibit major disruptive behavior patterns. The incorporation of these items into a Vocational IEP can be seen in Appendices N-O.

Community Survival Skills Data

As seen in the Matrix of the LCCE and a Community Survival Skills Assessment, the SSSQ is used as the method for obtaining this data. The SSSQ has also been correlated to sub-competencies of the LCCE related to the respective specific skill training clusters. New students will not have this data for planning the Vocational IEP. However, vocational clusters requiring curriculum goals in the LCCE or SSSQ may use some basic learning objectives from these curricula: demonstrate ability to perform liquid measurements of $\frac{1}{4}$ -, $\frac{1}{2}$ -, and $\frac{3}{4}$ -cup; demonstrate ability to measure in $\frac{1}{4}$ -, $\frac{1}{2}$, and $\frac{3}{4}$ -inches; demonstrate the ability to identify different hand tools. The incorporation of these items into a Vocational IEP for a new student can be seen in Appendix N.

Acquisition of Specific Occupational Skills Data

The ASOS rating scales for each vocational cluster serves as the data collection tool for achieving skills related to a specific occupation. New students will have prerequisite skills built into their Vocational IEP. These objectives could be the same as those mentioned in the Functional Vocational Assessment Data section: demonstrates ability to take care of personal hygiene needs, demonstrates ability to maintain appropriate appearance, and does not exhibit major disruptive behavior patterns.

The 2nd- and 3rd-year student will build on progress documented in the ASOS for each vocational cluster. Each vocational cluster will have different objectives for the Vocational IEP. For example, vocational IEP objectives for a 4th semester Hospitality Services student might include the following: demonstrate how to use proper cooking techniques so that foods look appetizing, demonstrate how to use food garnishes to make food appear appetizing, identify the proper cleaning equipment and supplies used to clean hotel and motel rooms, and demonstrate ability to set up a room for a banquet. The incorporation of these items into a Vocational IEP can be seen in Appendix O.

PART VI
Functional Assessments as Academic
Excellence Indicators for Special Populations

Academic Excellence Indicators (AEIs) were established by the Texas Education Agency for the purpose of identifying progress in educational performance. In addition, the Dallas Public Schools has adopted Teacher Effective Indices [TEI] for measuring success in student performance. One purpose of this *Curriculum Based Functional Vocational Assessment Guide* is to serve as a guide for the development of AEIs and TEIs for individuals with disabilities (mentally and physically challenged) populations.

From 1994 to 1997 the Work Activity Center at E. D. Walker Special Education Center (Quinones et. al., 1997) was used for the pilot project to establish AEIs for secondary Special Education populations. The staff examined tests related to the program (LCCE and other curricula) to determine which tests would do the following: 1) relate to instructional goals of the program, 2) measure individual progress, 3) show program progress, 4) show individual progress from evaluation period to evaluation period, and 5) demonstrate that standardized tests, are available which can be used as AEIs for secondary special education population. Selected tests were used with all instructional programs at the school.

The following functional assessments were used to develop individual education plans (IEPs) and to analyze program needs: *Achieving Behavioral Competencies* (ABC) (McCarron, Fad, & McCarron, 1992), *Adaptive Behavior Scale-Residential and Community 2* (ABS-RC2) (Nihira, Leland, & Lambert, 1993), *Behavior Rating Scale* (BRS) (Dial, 1973), *Observational Emotional Inventory* (OEI) (McCarron & Dial, 1986), *Survey of Functional Adaptive Behavior* (SFAB) (Dial, Mezger, Massey, Carter, & McCarron, 1986), and the *Street Survival Skills Questionnaire* (SSSQ) (Linkenhoker & McCarron, 1986). Although out of print, the *San Francisco Vocational Competency Scale* (SFVCS) (Levine & Elzey, 1968) was added as a specific tool to assess work behaviors.

Beginning in the 1998-99 school year, the staff at Multiple Careers included this concept of functional assessment in program development and program planning in the CIP. The Multiple Careers Magnet Center does not have as diverse of a population as the Walker school and serves students who demonstrate some ability to succeed in attaining a specific occupational skill. Therefore, all the functional assessments used at Walker were not directly applicable. A work habits rating scale was adopted, *Work Adjustment Profile* (Becker, 1989) to replace the *San Francisco Vocational Competency Scale* (SFVCS) (Levine & Elzey, 1968). The SFVCS is no longer in print. The *Street Survival Skills Questionnaire* (SSSQ) (Linkenhoker & McCarron, 1986) was used as a measure of community survival skills related to specific occupational clusters and items in the LCCE. Finally, each CTED teacher developed a rating scale specific to that vocational skill. As discussed earlier this functional assessment is called the Acquisition of Specific Occupational Skills (ASOS) rating scale.

Program-wide needs can also be gathered from the use of the WAP, SSSQ, and ASOS rating scales raw data. For example, if a teacher, or vocational cluster shows a significant need for

improvement in students' interpersonal relations with workers or supervisors (WAP), strategies from the text on SWP can be used as a program-vocational cluster goal. If all students in a vocational cluster need techniques to perform linear measurements, this could be a program goal. Finally, if all students in the Hospitality Services cluster are deficit in utensil identification the identification of critical utensils could be a goal.

In summary, the WAP, the SSSQ, and the ASOS functional assessments have proven to be useful tools in developing appropriate Vocational IEPs and in planning program needs. The profiles samples as well as the the matrices of the LCCE and functional assessment provide data driven documentation of individual achievement and overall program needs.

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APPENDICES

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Building Maintenance

AM or PM

Teacher/Staff: Ronnie Hamilton

Date: _____

Last Name: _____ First Name: _____ Sex: _____
 Date of Birth: _____ Age: _____ Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Be prepared and able to follow safety rules 125.30 (c-1)(A)	1	2	3	4	5
2	Be prepared and able to follow instruction 125.30 (c-1)(C)	1	2	3	4	5
3	Be prepared and able to cooperate with co-workers 125.30 (c-1)(B)	1	2	3	4	5
4	Be able to perform assigned duties in Building Maintenance 125.30	1	2	3	4	5
5		1	2	3	4	5
6		1	2	3	4	5
7		1	2	3	4	5
8		1	2	3	4	5
9		1	2	3	4	5
10		1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Identify career choices in Building Maintenance. 125.30 (b)	1	2	3	4	5
2	Identify leadership development skills. 125.30 (a)	1	2	3	4	5
3	Identify personal development skills. 125.30 (c-1) (B)	1	2	3	4	5
4	Complete job application and role play interview skills. 125.30 (c-1) (A)	1	2	3	4	5
5	Identify basic hand tools. 125.30 (c-4) (A)	1	2	3	4	5
6	Identify basic power tools. 125.30 (c-4) (A)	1	2	3	4	5
7	Demonstrate basic knowledge of carpentry. 125.24 (a)	1	2	3	4	5
8	Identify basic job related vocabulary. 125.30 (c-1) (C)	1	2	3	4	5
9	Practice safety while using hand and power carpenter tools. 125.30(c-4)(B)	1	2	3	4	5
10	Paints and finishes various carpentry units. 125.30 (c-5) (C)	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Demonstrate proper use of basic hand and power tools. 125.30 (c-4) (A)	1	2	3	4	5
2	Identify measurement on a ruler to the whole number. 125.24 (c-5) (A)	1	2	3	4	5
3	Demonstrate understanding of basic all framing. 125.24 (c-5) (C)	1	2	3	4	5
4	Demonstrate understanding of basic sheetrock repair. 125.24 (c-5) (D)	1	2	3	4	5
5	Demonstrate understanding basic shop math. 125.24 (c-2) (C)	1	2	3	4	5
6	Identify job-related vocabulary. 125.24 (c-2) (A)	1	2	3	4	5
7	Identify basic knowledge associated with residential plumbing. 125.29 (c-1)(a)	1	2	3	4	5
8	Performs simple tasks with limited supervision. 125.24 (c-2) (a)	1	2	3	4	5
9	Identifies types of fire extinguishers and their purposes. 125.24 (c-3)(b)	1	2	3	4	5
10	Identifies basic knowledge of fire safety. 125.24 (c-4) (a)	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Identify Building Maintenance career choices in painting. 125.28(c-1)(A)	1	2	3	4	5
2	Demonstrate carpentry skills while peer coaching. 125.24 (c-1) (B)	1	2	3	4	5
3	Demonstrate ability to measure in $\frac{1}{4}$ Inches graduations. 125.27 (c-2) (D)	1	2	3	4	5
4	Cleans, stores, and maintains hand and power tools. 125.28 (c-5) (D)	1	2	3	4	5
5	Demonstrate ability to stain, paint, or seal wood finishes. 125.28 (c-5)(B)	1	2	3	4	5
6	Demonstrate mastery of basic sheetrock repairs. 125.24 (c-5) (D)	1	2	3	4	5
7	Demonstrate mastery of basic tape and bedding process. 125.24 (c-5) (D)	1	2	3	4	5
8	Demonstrate mastery of basic sheetrock texturing process. 125.24 (c-5)(D)	1	2	3	4	5
9	Exhibit proper safety practice when using combustible material. 125.28(c-4)(B)	1	2	3	4	5
10	Demonstrate proper use of personal protective devices. 125.28 (c-4) (A)	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Practices safety while using hand or power plumbing tools.125.29(c-4)(A)	1	2	3	4	5
2	Lays out and measures basic configurations of plastic or copper tubing. 125.29 (c-2) (A)	1	2	3	4	5
3	Cuts, cements, and connects plastic pipe and fittings. 125.29 (c-5) (B)	1	2	3	4	5
4	Sweat-solder various seams together. 125.29 (c-3) (A)	1	2	3	4	5
5	Demonstrate understanding of basic knowledge associated with masonry work. 125.23 (a)	1	2	3	4	5
6	Demonstrate understanding of basic knowledge associated with electricity 125.26 (a)	1	2	3	4	5
7	Practices safety while working around electricity 125.26(c-1)(E)	1	2	3	4	5
8	Demonstrate proper technique when repairing extension cord. 125.26(c-1) (C)	1	2	3	4	5
9	Perform basic installation of electrical plugs or switches. 125.26 (c-1) (B)	1	2	3	4	5
10	Demonstrate understanding of basic residential roofing. 125.24 (a)	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

SCORASOC/PH3

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Building Trades

AM or PM

Teacher/Staff: Darrell Noe

Date: _____

Last Name: _____ First Name: _____ Sex: _____

Date of Birth: _____ Age: _____ Home School: _____

Prerequisite Skills [Be able to perform assigned tasks in Building Trade]

1	Be able to perform assigned duties in Building Trades. TEKS 125.24 C-1	1	2	3	4	5
2	Follow written and oral directions. TEKS 123.24 2-A	1	2	3	4	5
3	Practice punctuality and dependability. TEKS 125.24 1-C	1	2	3	4	5
4	Observe rules and standards of the workplace. TEKS 125.24 1-E	1	2	3	4	5
5	Demonstrate the ability to work with others harmoniously. TEKS 125.24 1B	1	2	3	4	5
6	Demonstrate ability to exercise proper tool safety in use and care. TEKS 125.24 4-A	1	2	3	4	5
7	Be able to safely use high power machines. TEKS 125.24 4A	1	2	3	4	5
8	Develop responsibility and ability to follow through with assigned tasks. 125.24 2-B	1	2	3	4	5
9	Exhibit productive work habits and attitudes. TEKS 125.24 4D	1	2	3	4	5
10	Wears appropriate work clothing and safety apparel; maintain neat appearance and personal grooming. TEKS 125.24 1-E	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Identify vocabulary words related to Building Trades. TEKS 125.24 1-D	1	2	3	4	5
2	Demonstrate the ability to follow acceptable trade practices and procedures. TEKS 125.24 1-E	1	2	3	4	5
3	Be able to identify safety signs and color codes. TEKS 125.24 4-A	1	2	3	4	5
4	Demonstrate proper safety guidelines when working with power tools, machines, and equipment. TEKS 125.24 4-A	1	2	3	4	5
5	Demonstrate proper techniques for lifting and carrying heavy objects. TEKS 125.24 4-A	1	2	3	4	5
6	Be able to demonstrate proper ladder/scaffold safety. TEKS 125.24 4-A	1	2	3	4	5
7	Be able to identify and name hand power tools, machines, and equipment. TEKS 125.24 4-A	1	2	3	4	5
8	Be able to report potential safety hazards. TEKS 125.24 4-A	1	2	3	4	5
9	Be able to exhibit knowledge of current building materials and accessories. TEKS 4-D	1	2	3	4	5
10	Demonstrate how to keep work area clean and clear of tools and debris. TEKS 125.24 4-B	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Demonstrate how to construct skids for portable buildings. TEKS 125.24 5-A	1	2	3	4	5
2	Demonstrate the procedures on how to lay out and nail together skid for a portable building. TEKS 125.24 5-A	1	2	3	4	5
3	Demonstrate how to mark each end of the skid and cut at a 45 degree angle for a portable building. TEKS 125.24 5-A	1	2	3	4	5
4	Be able to do measurements when constructing a portable building. TEKS 125.24 5-A	1	2	3	4	5
5	Demonstrate how to construct a floor for a portable building. TEKS 125.24 5-C	1	2	3	4	5
6	Demonstrate how to construct walls for a portable building. TEKS 125.24 5-C	1	2	3	4	5
7	Be able to demonstrate how to construct the roof for a portable building. TEKS 125.24 5-C	1	2	3	4	5
8	Demonstrate how to install trim on a portable building. TEKS 125.24 5-E	1	2	3	4	5
9	Demonstrate how to install roofing for a portable building. TEKS 125.24 5-A	1	2	3	4	5
10	Be able to demonstrate procedures for painting a portable building. TEKS 125.28 3B,3C,3C,4A,4B.	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Identify the four basic cement mixtures. TEKS 125.23 tA,3B	1	2	3	4	5
2	Demonstrate how to mix each cement. TEKS 125.23, 3-A	1	2	3	4	5
3	Demonstrate how to prepare the foundation properly before pouring cement. TEKS 125.23, 3-B	1	2	3	4	5
4	Identify the proper tools and materials needed to mix cement. TEKS 125.23, 4-A	1	2	3	4	5
5	Demonstrate how to build cement forms with the correct tools. TEKS 125.23, 4-A	1	2	3	4	5
6	Demonstrate how to pour cement into the foundation using forms with the proper tools. TEKS 125.23, 5-A	1	2	3	4	5
7	Demonstrate how to use reinforcement bars for cement. TEKS 125.23, 5-A	1	2	3	4	5
8	Demonstrate the procedures for using a trowel to produce a smooth, hard surface. TEKS 125.23, 4-A	1	2	3	4	5
9	Demonstrate the drying procedures for each basic cement mixtures. TEKS 125.23 4-A	1	2	3	4	5
10	Demonstrate how to remove forms after cement is dry. TEKS 125.23, 3-B	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Be able to identify and understand the basic fundamentals of electricity. TEKS 125.26 3-B	1	2	3	4	5
2	Demonstrate safe working habits for wiring. TEKS 125.26 4-A	1	2	3	4	5
3	Exhibits knowledge of wiring components and devices. 126 26 5-C	1	2	3	4	5
4	Be able to identify electrical romex wire and abbreviations. (10-2-G, 12-2-G, 14-2-G) TEKS 125.26 2-D	1	2	3	4	5
5	Demonstrate safe working habits for wiring. TEKS 125.26 4-A	1	2	3	4	5
6	Be able to demonstrate appropriate tests to insure electrical safety. TEKS 125.26 4-A	1	2	3	4	5
7	Demonstrate skill in the selection, use and care of hand/power tools for wiring. TEKS 125.26 4-A	1	2	3	4	5
8	Demonstrate how to cut, splice and connect romex wiring. TEKS 125.26 5-C	1	2	3	4	5
9	Demonstrate how to install, duplex outlets, light switches and circuit breakers.TEKS 125.26 5-C	1	2	3	4	5
10	Be able to identify wiring into circuits according to service and load. TEKS 125.26 5-C	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

SCORASOC/PH3

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Business Administrative Procedures

AM or PM

Teacher/Staff:

Date: _____

Last Name: _____ First Name: _____ Sex: _____

Date of Birth: _____ Age: _____ Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Be able to follow basic safety rules. 120.63.c.15	1	2	3	4	5
2	Be able to follow basic instructions. 120.63.c.15	1	2	3	4	5
3	Maintain a neat appearance and personal grooming. 120.63.c.14	1	2	3	4	5
4	Be able to work with computers. 120.63.c.9	1	2	3	4	5
5	Be able to work with copy machines. 120.63.c.7	1	2	3	4	5
6	Demonstrate the ability to attend to assigned task. 120.63.c.7	1	2	3	4	5
7	Be able to work with different office supplies and equipment. 120.63.c.7	1	2	3	4	5
8	Be able to communicate with people. 120.63.c.15	1	2	3	4	5
9	Demonstrate the ability to count coins and currency. 120.02.C.1	1	2	3	4	5
10	Demonstrate the ability to make change. 120.02.C.1	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Identify vocabulary related to printing and reproduction procedures. 120.63.c.15	1	2	3	4	5
2	Demonstrate basic writing skills through assigned tasks. 120.63.c.1	1	2	3	4	5
3	Demonstrates understanding purposes of various office machines. 120.63.c.7	1	2	3	4	5
4	Demonstrates ability to follow task analysis sequence in using office machines. 120.63.c.7	1	2	3	4	5
5	Demonstrates ability to operate copier. 120.63.c.7	1	2	3	4	5
6	Demonstrates ability top operate duplicator machine. 120.63.c.7	1	2	3	4	5
7	Assembles, collates and staple duplicated materials. 120.63.c.2					
8	Demonstrates ability to operate laminator machine. 120.63.c.7	1	2	3	4	5
9	Demonstrates ability to operate fax machine. 120.63.c.7	1	2	3	4	5
10	Demonstrates ability to operate 10-key calculator. 120.63.c.8	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Demonstrate the ability to open and close Microsoft Word. 120.63.d.4	1	2	3	4	5
2	Demonstrate the ability to use Microsoft Word. 120.63.d.4	1	2	3	4	5
3	Demonstrate the ability to open and close Microsoft Excel. 120.63.d.4	1	2	3	4	5
4	Demonstrate the ability to use Microsoft Excel. 120.63.d.4.	1	2	3	4	5
5	Demonstrate the ability to open and close WordPerfect. 120.63.d.4	1	2	3	4	5
6	Demonstrate the ability to use WordPerfect. 120.63.d.4	1	2	3	4	5
7	Demonstrate the ability to prepare requisitions for supplies. 120.63.c.8,c.11	1	2	3	4	5
8	Perform basic math calculations using 10-key calculator. 120.63.c.8	1	2	3	4	5
9	Demonstrate the ability to format and proofread document. 120.63.c.4	1	2	3	4	5
10	Demonstrate the ability to use grammar check and spell check. 120.63.c.4	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Able to produce basic forms and correspondence. 120.63.d.4	1	2	3	4	5
2	Able to incorporate addresses on envelopes and cards. 120.63.c.2	1	2	3	4	5
3	Able to produce professional business letters. 120.63.d.4	1	2	3	4	5
4	Able to produce various memorandums. 120.63.d.4	1	2	3	4	5
5	Able to produce various legal documents. 120.63.d.4	1	2	3	4	5
6	Able to produce documents using specified format. 120.63.d.4	1	2	3	4	5
7	Able to produce form letters or bulletins with fill-ins. 120.63.d.4	1	2	3	4	5
8	Able to produce personalized letterhead. 120.63.d.4	1	2	3	4	5
9	Able to produce documents by using imported data: digital camera or photo images. 120.63.d.4	1	2	3	4	5
10	Able to produce documents by using imported data: images from scanner. 120.63.d.4	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Be able to identify employment opportunities. 120.63.c.12	1	2	3	4	5
2	Be able to complete job search procedures such as resume, W-4 forms, and job application. 120.63.c.12	1	2	3	4	5
3	Evaluate and compare employment options, for example, salary, benefit and prerequisites. 120.63.c.5	1	2	3	4	5
4	Identify terms for Desktop Publishing. 120.63.c.12	1	2	3	4	5
5	Demonstrate basic knowledge for Desktop Publishing using IBM/PC system. 120.63.c.12	1	2	3	4	5
6	Demonstrate basic knowledge for Desktop Publishing using the Macintosh computer system. 120.63.c.12	1	2	3	4	5
7	Demonstrate the ability to create a single-page flyer. 120.63.c.12	1	2	3	4	5
8	Create a single-page newsletter with multiple columns. 120.63.c.12					
9	Create a multiple-page newsletter. 120.63.c.12	1	2	3	4	5
10	Demonstrate the ability to send and receive information via telecommunication technology: e-mail, internet. 120.63.c.5	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Business Support Systems

AM or PM

Teacher/Staff:

Date: _____

Last Name: _____ First Name: _____ Sex: _____

Date of Birth: _____ Age: _____ Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Read and follow basic safety rules and regulations. 120.63.C.15	1	2	3	4	5
2	Be able to follow basic instructions. 120.63.C.15	1	2	3	4	5
3	Maintain a neat appearance and personal grooming. 120.63.C.14	1	2	3	4	5
4	Be able to work with computers. 120.63.C.9	1	2	3	4	5
5	Be able to work with copy machines. 120.63.C.7	1	2	3	4	5
6	Demonstrate the ability to attend to assigned task. 120.63.C.7	1	2	3	4	5
7	Be able to work with different office supplies and equipment. 120.63.C.7	1	2	3	4	5
8	Be able to communicate with people. 120.63.C.7	1	2	3	4	5
9	Demonstrate the ability to count coins and currency. 120.02.C.1	1	2	3	4	5
10	Demonstrate the ability to make change. 120.02.C.1	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Understand vocabulary related to office careers. 120.24.c.4	1	2	3	4	5
2	Master the home row keys. 120.24.C.7	1	2	3	4	5
3	Proofread work for accuracy. 120.63.C.4	1	2	3	4	5
4	Demonstrate ability to file numerically and alphabetically by multiple digits and letters. 120.63.C.4	1	2	3	4	5
5	Code, index and alphabetize personal names. 120.63.C.4	1	2	3	4	5
6	Place information/materials in filing equipment. 120.02.C11	1	2	3	4	5
7	Demonstrate how to fill out job application forms. 120.02.C.8/120.63.c.12	1	2	3	4	5
8	Develop measurements skills related to BSS. 120.02.C.8	1	2	3	4	5
9	Demonstrate the ability to role-play proper telephone techniques. 120.02.C.4	1	2	3	4	5
10	Demonstrate the ability to use proper business techniques when using the telephone. 120.02.C.1	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Type twenty-five words per minute. 120.24.C.7	1	2	3	4	5
2	Type memorandums and reports. 120.24.C.7	1	2	3	4	5
3	Retrieve information/materials from filing equipment. 120.02.C.11	1	2	3	4	5
4	Use touch method on electronic calculator. 120.02.C.7	1	2	3	4	5
5	Demonstrate touch method on numeric keypad. 120.02.C.7	1	2	3	4	5
6	Add, subtract, multiply and divide whole numbers(calculator). 120.02.C.7	1	2	3	4	5
7	Demonstrate subtotals on electronic calculator. 120.02.C.7	1	2	3	4	5
8	Demonstrate the ability to organize and distribute mail. 120.02.C.7	1	2	3	4	5
9	Demonstrate the ability to identify classes of mail and delivery services available. 120.02.C.6	1	2	3	4	5
10	Demonstrate the ability to compare costs of various delivery services. 120.02.C.6	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Type 35 words per minute. 120.24.C.7	1	2	3	4	5
2	Demonstrate ability to use menu features of the personal computer: edit, file, view, insert, tools, table, windows, and help. 120.24.C.7	1	2	3	4	5
3	Demonstrate ability to use help features for windows and other software. 120.24.C.7	1	2	3	4	5
4	Demonstrate ability to use tool bar features for the personal computer: standard, formatting, database, borders, and drawing. 120.24.C.7	1	2	3	4	5
5	Role-play proper job interview techniques. 120.02.C.4	1	2	3	4	5
6	Demonstrate professionalism through personal appearance. 120.24.C.10	1	2	3	4	5
7	Demonstrate professionalism through neatness of work. 120.24.C.10	1	2	3	4	5
8	Demonstrate professionalism through correctness of completed tasks. 120.24.C.10	1	2	3	4	5
9	Identify and demonstrate skills needed to maintain effective work relations with peers. 120.24.C.10	1	2	3	4	5
10	Identify and demonstrate skills needed to maintain effective work relations with supervisors. 120.24.C.10	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Type 45 words per minute. 120.24.C.7	1	2	3	4	5
2	Format business letters. 120.24.C.7	1	2	3	4	5
3	Format business cards. 120.24.C.7	1	2	3	4	5
4	Demonstrate ability to independently use word processing techniques: Microsoft Word. 120.24.C.7	1	2	3	4	5
5	Demonstrate ability to independently use word processing techniques: Word Perfect or other software. 120.24.C.7	1	2	3	4	5
6	Key a minimum of 1000 strokes per minute on the numeric keypad. 120.24.C.7	1	2	3	4	5
7	Demonstrate the ability to receive inventory. 120.63.C.2	1	2	3	4	5
8	Demonstrate the ability to distribute inventory. 120.63.C.2	1	2	3	4	5
9	Demonstrate the ability to meet and greet visitors. 120.24.C.4	1	2	3	4	5
10	Demonstrate the ability to escort visitors to desired location. 120.24.C.4	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

SCORASOC/PH3

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Food Production

AM or PM

Teacher/Staff: Jennifer Hudson

Date: _____

Last Name: _____

First Name: _____ **Sex:** _____

Date of Birth: _____

Age: _____

Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Show concern for others. 122.52 A	1	2	3	4	5
2	Demonstrate an ability to fully use arms and legs when lifting, carrying, pushing or pulling objects supplies of varying weights. 122.52 A	1	2	3	4	5
3	Be able to read well enough to read a recipe. 122.52 A	1	2	3	4	5
4	Be willing to cooperate with co-workers. 122.52 A	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Maintain a neat, well-groomed appearance. 122.52 C – 12 (d-g)	1	2	3	4	5
2	List proper clothing for safely working in the kitchen (with equipment). 122.52 C – 7 (a-c)	1	2	3	4	5
3	Given a selection of three utensils, select the proper one for the task. 122.52 C – 9 (d)	1	2	3	4	5
4	Properly measure powdered sugar, brown sugar, and granulated sugar. 122.52 C – 9(f)	1	2	3	4	5
5	Properly measure solid fats (i.e. margarine, peanut butter, shortening...). 122.52 C – 9(f)	1	2	3	4	5
6	Properly measure liquids. 122.52 C-9(f)	1	2	3	4	5
7	Measure two # flour using a scale. 122.52 C – 9(f)	1	2	3	4	5
8	Properly demonstrate using and cleaning the Kitchen-Aid mixer. 122.52 C – 9(d)	1	2	3	4	5
9	List the steps in proper hand washing. 122.52 C – 8(a,c,f)	1	2	3	4	5
10	Define the difference between “clean” and “sanitized.” 122.52 C – 8(a,b,c,e,f)	1	2	3	4	5
11	Describe what to do in case of fire. 122.52 C – 7 (a-e)	1	2	3	4	5
12	Perform sanitation duties according to the schedule provided. 122.52 C – 8(a,b)	1	2	3	4	5
13	Inspect, sort, and store clean glassware, tableware, and flatware from the dish washing machine. 122.52 C – 9(d), 10(d)	1	2	3	4	5
14	Given a choice of 3 pieces of equipment, select the appropriate one for the task. 122.52 C – 10(d)	1	2	3	4	5
15	Write down the temperature danger zones. 122.52 C – 8(d)	1	2	3	4	5
16	Describe two main areas (front and back-of-the-house) of a food service business. 122.52 C – 7(f-h)	1	2	3	4	5
17	List good and bad things about food service work. 122.52 C-3(a,b)	1	2	3	4	5
18	Identify key words in recipes. 122.52 C-7(h), 9(f)	1	2	3	4	5
19	Assemble and prepare ingredients and equipment for cooking. 122.52 C-7(h)	1	2	3	4	5
20	List abbreviations used in standardized recipes. 122.52 C-7(h)	1	2	3	4	5
21	Demonstrate the sanitary method for tasting food. 122.52 C-8(a)	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

		1	2	3	4	5
1.	Maintain a neat, well-groomed appearance. 122.52 C-12(d-g)	1	2	3	4	5
2.	Measure 2# flour using a scale. 122.52 C-9(f)	1	2	3	4	5
3.	Fill out a basic job application (know address, full name, DOB, SS#, etc.) 122.52 C-12(a)	1	2	3	4	5
4.	Perform sanitation duties according to the schedule provided. 122.52 C-8(b)	1	2	3	4	5
5.	Inspect, sort, and store clean glassware, tableware, and flatware from the dish washing machine. 122.52 C-8(b)	1	2	3	4	5
6.	Given a choice of 3 pieces of equipment, select the appropriate one for the task. 122.52 C-10(d)	1	2	3	4	5
7.	Follow standardized recipes used in food services. 122.52 C-9(f)	1	2	3	4	5
8.	Write down the temperature danger zones. 122.52 C-8(d)	1	2	3	4	5
9.	List the different types of food service operations. 122.52 C-3(b)	1	2	3	4	5
10.	Demonstrate the tasks of a floater. 122.52 C-10(a,b)	1	2	3	4	5
11.	Demonstrate the tasks of a dining room attendant. 122.52 C-10(a,b)	1	2	3	4	5
12.	Demonstrate the tasks of a storage room worker. 122.52 C-10(a,b)	1	2	3	4	5
13.	Demonstrate the tasks of a baker. 122.52 C-10(a,b)	1	2	3	4	5
14.	Demonstrate the tasks of a salad maker. 122.52 C-10(a,b)	1	2	3	4	5
15.	Demonstrate the tasks of a line server. 122.52 C-10(a,b)	1	2	3	4	5
16.	Demonstrate the tasks of a cook's assistant. 122.52 C-10(a,b)	1	2	3	4	5
17.	Demonstrate the tasks of a fry/grill cook. 122.52 C-10(a,b)	1	2	3	4	5
18.	Demonstrate the tasks of a dishwasher. 122.52 C-10(a,b)	1	2	3	4	5
19.	Make change using a cash register. 122.52 C-12(a)	1	2	3	4	5
20.	Describe what to do with leftover food. 122.52 C-8(b)	1	2	3	4	5
21.	Prepare food and supplies for storage, then store. 122.52 C-8(b,e)	1	2	3	4	5
22.	Identify key words in recipes. 122.52 C-9(f)	1	2	3	4	5
23.	Assemble and prepare ingredients and equipment for cooking. 122.52 C-8(e), 9(d)	1	2	3	4	5
24.	List abbreviations used in standardized recipes. 122.52 C-9(f)	1	2	3	4	5
25.	Demonstrate the sanitary method for tasting food. 122.52 C-8(f)	1	2	3	4	5
26.	List the types of beverages frequently prepared in food service. 122.52 C-9(a-k)	1	2	3	4	5
27.	Define "appetizer." 122.52 C-9(a-k)	1	2	3	4	5
28.	Prepare an appetizer. 122.52 C-9(a-k)	1	2	3	4	5
29.	Prepare a soup, sauce, or gravy. 122.52 C-9(a-k)	1	2	3	4	5
30.	Prepare eggs and egg dishes. 122.52 C-9(a-k)	1	2	3	4	5
31.	Prepare cheese and cheese dishes. 122.52 C-9(a-k)	1	2	3	4	5
32.	Prepare cereals and pasta products. 122.52 C-9(a-k)	1	2	3	4	5
33.	Prepare vegetables and fruits. 122.52 C-9(a-k)	1	2	3	4	5
34.	Prepare breads. 122.52 C-9(a-k)	1	2	3	4	5
35.	List the ingredients used in breads. 122.52 C-9(a-k)	1	2	3	4	5
36.	Welcome guests and oversee customer comfort. 122.52 C-2(b), 4(b), 11(a-h)	1	2	3	4	5
37.	List ways to please customers. 122.52 C-11(a-h)	1	2	3	4	5
38.	Perform sidework duties (cleaning dining room, fill salt/pepper shakers and sugar, setting the tables). 122.52 C-9(e)	1	2	3	4	5

39.	List the styles of service found among food service businesses. 122.52 C-3(b)	1	2	3	4	5
40.	Demonstrate at least one way to set a cover (breakfast, lunch, or dinner). 122.52 C-	1	2	3	4	5
41.	Demonstrate presenting a menu to a guest. 122.52 C-11(d)	1	2	3	4	5
42.	Demonstrate taking a guest's order and relaying to kitchen. 122.52 C-11(d,f)	1	2	3	4	5
43.	Demonstrate greeting and seating guests. 122.52 C-11(d)	1	2	3	4	5
44.	Package take-out orders, and serve take-out guests. 122.52 C-11(f)	1	2	3	4	5
	Itemize and total price of each order. 122.52 C-12(a)	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Maintain a neat, well-groomed appearance. 122.52 C-12(d-g)	1	2	3	4	5
2	Perform sanitation duties according to the schedule provided. 122.52 C-8(a,b,c,e,f)	1	2	3	4	5
3	Inspect, sort, and store clean glassware, tableware, and flatware from the dish washing machine. 122.52 C-8(b)	1	2	3	4	5
4	Demonstrate to a first year student how to follow standardized recipes used in food services. 122.52 C-9(f)	1	2	3	4	5
5	Given a list of food service jobs, write down the responsibilities associated with each. 122.52 C-3(b)	1	2	3	4	5
6	Teach a first year student the tasks of a floater. 122.52 C-10(a,b)	1	2	3	4	5
7	Teach a first year student the tasks of a dining room attendant. 122.52 C-10(a,b)	1	2	3	4	5
8	Teach a first year student the tasks of a storage room worker. 122.52 C-10(a,b)	1	2	3	4	5
9	Teach a first year student the tasks of a baker. 122.52 C-10(a,b)	1	2	3	4	5
10	Teach a first year student the tasks of a salad maker. 122.52 C-10(a,b)	1	2	3	4	5
11	Teach a first year student the tasks of a line server. 122.52 C-10(a,b)	1	2	3	4	5
12	Teach a first year student the tasks of a cook's assistant. 122.52 C-10(a,b)	1	2	3	4	5
13	Teach a first year student the tasks of a fry/grill cook. 122.52 C-10(a,b)	1	2	3	4	5
14	Teach a first year student the tasks of a dishwasher. 122.52 C-10(a,b)	1	2	3	4	5
15	Prepare a dish made primarily with cheeses. 122.52 C-9(a-k)	1	2	3	4	5
16	Prepare a dish made with pasta. 122.52 C-9(a-k)	1	2	3	4	5
17	Prepare a vegetable or fruit tray. 122.52 C-9(a-k)	1	2	3	4	5
18	Prepare a quick bread. 122.52 C-9(a-k)	1	2	3	4	5
19	Welcome guests and oversee customer comfort. 122.52 C-2(b), 4(b), 11(a-h)	1	2	3	4	5
20	List ways to please customers. 122.52 C-11(a-h)	1	2	3	4	5
21	Perform sidework duties (cleaning dining room, fill salt/pepper shakers and sugar, setting the tables...). 122.52 C-9(e)	1	2	3	4	5
22	List the styles of service found among food service businesses. 122.52 C-3(b)	1	2	3	4	5
23	Demonstrate at least one way to set a cover (breakfast, lunch, or dinner). 122.52 C-11(d)	1	2	3	4	5
24	Demonstrate presenting a menu to a guest.	1	2	3	4	5
25	Demonstrate taking a guest's order and relaying to kitchen. 122.52 C-11(d,f)	1	2	3	4	5
26	Demonstrate picking up, assembling, and inspecting orders. 122.52 C-11(d,f)	1	2	3	4	5
27	Demonstrate greeting and seating guests. 122.52 C-11(d)	1	2	3	4	5
28	Package take-out orders, and serve take-out guests. 122.52 C-11(f)	1	2	3	4	5
29	Serve food at a customer's table or seated banquet. 122.52 C-9(l)	1	2	3	4	5
30	Itemize and total price of each order. 122.52 C-12(a)	1	2	3	4	5
31	Handle cash payments at a cash register and make change. 122.52 C-12(a)	1	2	3	4	5
32	Take inventories of food, utensils, and equipment. 122.52 C-9(a)	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Maintain a neat, well-groomed appearance. 122.52 C-12(d-g)	1	2	3	4	5
2	Perform sanitation duties according to the schedule provided. 122.52 C-8(a,b,c,e,f)	1	2	3	4	5

3	Inspect, sort, and store clean glassware, tableware, and flatware from the dish washing machine. 122.52 C-8(b)	1	2	3	4	5
4	Supervise a first year student at the dining room attendant's station. 122.52 C-8(b)	1	2	3	4	5
5	Supervise a first year student at the storage room worker's station. 122.52 C-8(b)	1	2	3	4	5
6	Supervise a first year student at the baker's station. 122.52 C-8(b)	1	2	3	4	5
7	Supervise a first year student at the salad maker station. 122.52 C-8(b)	1	2	3	4	5
8	Supervise a first year student at the line server station. 122.52 C-8(b)	1	2	3	4	5
9	Supervise a first year student at the fry/grill cook station. 122.52 C-8(b)	1	2	3	4	5
10	Supervise a first year student at the dishwasher station. 122.52 C-8(b)	1	2	3	4	5
11	List special foods and special needs to consider when planning meals for children. 122.52 C-9(g,h)	1	2	3	4	5
12	Plan and prepare a meal that could be served in a school lunchroom. 122.52 C-9(g,h)	1	2	3	4	5
13	Describe one type of meal that could be served to a person with a health problem. 122.52 C-9(I)	1	2	3	4	5
14	Assemble and prepare ingredients and equipment for cooking. 122.52 C-8(e), 9(d)	1	2	3	4	5
15	Given a selection of three types of salads, prepare one. 122.52 C-9(a-k)	1	2	3	4	5
16	Perform sidework duties (clean dining room, fill salt/pepper shakers and sugar, set tables). 122.52 C-9(e)	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

SCORASOC/PH3

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Hospitality Services

AM or PM

Teacher/Staff: Jacquelyn Kay

Date: _____

Last Name: _____ First Name: _____ Sex: _____
 Date of Birth: _____ Age: _____ Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Be able to perform assigned duties in Hospitality Services. TEKS 122.53, 1A, 1E, 1G, 2E, 7A-E, 14G, 14E, 14I, 15B, 15C, 16E,	1	2	3	4	5
2	Be able to follow basic safety rules. TEKS 122.53, 2E	1	2	3	4	5
3	Be able to follow basic instructions. TEKS 122.53, 2E	1	2	3	4	5
4	Be able to perform housekeeping duties in hotels and motels. TEKS 122.53, 3E, 14G	1	2	3	4	5
5	Be able to work with different cleaning supplies. TEKS 122.53, 2E	1	2	3	4	5
6	Be able to work with different types of equipment such as: kitchen equipment, restroom equipment, hotel or motel equipment for cleaning rooms, etc. TEKS 122.53, 2E, 7A-E	1	2	3	4	5
7	Be able to maintain a neat well groomed appearance. TEKS 122.53, 2E, 16E, 9B	1	2	3	4	5
8	Be able to prepare basic meals. TEKS 122.53, 14 E,I,15B,15C,	1	2	3	4	5
9	Be able to read simple recipes. TEKS 122.53, 14G,15B,15C,	1	2	3	4	5
10	Be able to perform simple sewing techniques for repairs. TEKS 5031.122.7, 6D,E page K-3	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Identify vocabulary words related to hospitality services. TEKS 122.53, 1A, 1B,1C	1	2	3	4	5
2	Identify and demonstrate the proper measuring utensils, cooking equipment, and ingredients needed when preparing a meal or baking cakes, pies, and cookies. TEKS 122.53 15C,14G	1	2	3	4	5
3	Demonstrate how cleaning supplies are stored. TEKS 122.53, 2E, 7A-E	1	2	3	4	5
4	Demonstrate the correct way to set a table. TEKS 122.53, 15B	1	2	3	4	5
5	List the different laundry equipment and supplies. TEKS 122.53, 2E, 7A-E	1	2	3	4	5
6	Demonstrate the proper procedures for loading a washing machine without overloading and the right amount of detergent. TEKS 122.53 2E, 7A-E	1	2	3	4	5
7	Demonstrate the proper procedures for loading a dryer without overloading and the methods used to clean lint filters. TEKS 122.53, 2E, 7A-E	1	2	3	4	5
8	Identify the proper cleaning equipment and supplies used to clean hotel and motel rooms. TEKS 122.53, 2E,7A-E	1	2	3	4	5
9	Identify the proper cleaning supplies and equipment used to clean restrooms in hotels and motels. TEKS 122.53, 2E, 14G	1	2	3	4	5
10	Identify the proper cleaning equipment and supplies used to clean kitchens in hotels and motels. TEKS 122.53, 2E,7A-E	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Demonstrate the proper way to remove bed linens, pillows, mattress pads, blankets, bedspreads and replace each item correctly when making the beds. TEKS 122.53, 2E,7A-E	1	2	3	4	5
2	Demonstrate how to dust hotels and motels rooms correctly using the correct equipment and supplies. TEKS 122.53, 2E,1-2	1	2	3	4	5
3	Demonstrate the correctly procedures when removing trash from the rooms. TEKS 122.53, 2E	1	2	3	4	5
4	Demonstrate the correct procedures, equipment, and supplies when cleaning the bathrooms. TEKS 122.53, 2E	1	2	3	4	5
5	Demonstrate the correct procedures, supplies, and equipment when sweeping and mopping floors. TEKS 122.53, 2E	1	2	3	4	5
6	Demonstrate the correct procedures, equipment, and supplies when cleaning windows, glass, and mirrors. TEKS 122.53, 2E	1	2	3	4	5
7	Demonstrate the correct procedures, supplies, and equipment when cleaning walls. TEKS 122.53, 2E	1	2	3	4	5
8	Identify and demonstrate the proper measuring utensils, cooking equipment, and ingredients needed when preparing a specific meal. TEKS 122.53, 15C,14G	1	2	3	4	5
9	Demonstrate the correct way to set a table banquet style. TEKS 122.53, 15B	1	2	3	4	5
10	Demonstrate the correct sewing techniques when making repairs. TEKS 5031.122.7, 6D,E,page K-3	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Demonstrate the correct way to fill out job applications. 122.53 TEKS 9B, 9E	1	2	3	4	5
2	Demonstrate skills needed when interviewing for a job. 122.53 TEKS 8B, 9B, 9E	1	2	3	4	5
3	Demonstrate the correct procedures for front office responsibilities such as filing papers in alphabetical order. 122.53 TEKS 10F,11F,12E	1	2	3	4	5
4	Demonstrate how to answer a phone at the front desk. TEKS 122.53, 10F, 11F, 12E	1	2	3	4	5
5	List different job-related accident. TEKS 122.53, 14J	1	2	3	4	5
6	Identify different ways to prevent accidents. TEKS 122.53, 14J	1	2	3	4	5
7	Demonstrate how to use a sewing machine to do simple repairs on linens. 5031.122.74 TEKS 6D,E,page K-3	1	2	3	4	5
8	Identify fire prevention techniques. TEKS 122.53, 14J	1	2	3	4	5
9	Demonstrate the different types of food and beverage operations. TEKS 122.53, 15B, 15C	1	2	3	4	5
10	Be able to select and demonstrate proper food preparation and service techniques to help food maintain nutrients. 122.53 TEKS 14E,I,15C	1	2	3	4	5

Fourth Semester Skills [Curriculum Goals]

1	Demonstrate how to make food look appetizing on plates and serving dishes. TEKS 122.53, 15B,15C	1	2	3	4	5
2	Demonstrate how to use proper cooking techniques so that food looks appetizing and not mushy or discolored. TEKS 122.53, 15B,15C	1	2	3	4	5
3	Demonstrate how to use food garnishes to make the food appetizing such as: dills, mints, and chives etc. TEKS 122.53, 15B,15C	1	2	3	4	5
4	Demonstrate the correct procedures to pack fast food and takeout food. TEKS 122.53, 14I,J, 15B,!5C	1	2	3	4	5
5	Maintain a neat and well groomed appearance. TEKS 122.53, 2E,6E	1	2	3	4	5
6	Set up a room for a banquet. TEKS 122.53, 14C,E,F,G,I,J,15B	1	2	3	4	5
7	Demonstrate the correct procedures for removing food, plates , utensils, etc., from a banquet set up. TEKS 122.53, 14I,J, 15B,1-2	1	2	3	4	5
8	List different ways to help control pests. TEKS 122.53, 14H,I,J	1	2	3	4	5
9	Set up a room for a family style service, demonstrating place setting techniques. TEKS 122.53, 15B	1	2	3	4	5
10	Demonstrate the correct procedures for serving and removing food, plates, utensils, etc., for a family style service. TEKS 122.53, 14C,E,F,G,I,J, 15B	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

SCORASOC/PH3

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS - SCORING DATA SHEET

Vocational Cluster: Laundry Services

AM or PM

Teacher/Staff: Timothy Brisco

Date: _____

Last Name: _____

First Name: _____

Sex: _____

Date of Birth: _____

Age: _____

Home School: _____

Prerequisite Skills [Skills Needed to Successfully Complete the Program]

1	Be able to perform assigned duties in Laundry and Dry Cleaning. TEKS 1A	1	2	3	4	5
2	Be able to follow basic safety rules. TEKS 1E	1	2	3	4	5
3	Maintain a neat appearance and personal grooming. TEKS 1E	1	2	3	4	5
4	Be able to demonstrate productive work habits. TEKS 1C	1	2	3	4	5
5	Be able to read, write and take orders from customers. TEKS 2A	1	2	3	4	5
6	Be willing to understand the employability characteristics of a successful worker in a workplace. TEKS 1A	1	2	3	4	5
7	Be able to follow basic instructions. TEKS 1E	1	2	3	4	5
8	Be willing to work with different cleaning supplies. TEKS 3A	1	2	3	4	5
9	Be able to identify different work stations in to perform Laundry and Dry Cleaning .TEKS 1A	1	2	3	4	5
10	Be able to communicate with people. TEKS 2A	1	2	3	4	5

SUB-TOTAL _____

First Semester Skills [Curriculum Goals]

1	Identify vocabulary words related to Laundry and Dry Cleaning. TEKS 1A,1B	1	2	3	4	5
2	Identify different types of fabrics, garments, and materials. TEKS 3B	1	2	3	4	5
3	Identify the process of cleaning different types of fabrics, garments, and materials. TEKS 3B	1	2	3	4	5
4	Demonstrate the process of separating dark clothes from colored and white clothes. TEKS 3B	1	2	3	4	5
5	Demonstrate how to load clothes into machines and operate. TEKS 4A	1	2	3	4	5
6	Demonstrate cleaning solvents, soaps, and chemicals used for cleaning clothes. TEKS 2C,3A	1	2	3	4	5
7	Be able to utilize the steam press, hand iron, and drip dry process. TEKS 5C	1	2	3	4	5
8	Demonstrate how to receive and write customers' name, date to place order in special bags. TEKS 2A	1	2	3	4	5
9	Be able to match tag and clothes with name on ticket. TEKS 2A	1	2	3	4	5
10	Demonstrate how to place clothes in special bags and place in special places. TEKS 5A	1	2	3	4	5

SUB-TOTAL _____

Second Semester Skills [Curriculum Goals]

1	Identify different types of cleaning solvents, soaps, and chemicals as related to their use and storage. TEKS 3A	1	2	3	4	5
2	Demonstrate how to hang all blouses after cleaned. TEKS 2C, 4A, 5A	1	2	3	4	5
3	Demonstrate the correct procedures for laying all pants together after cleaned. TEKS 2C, 4A, 5A	1	2	3	4	5
4	Demonstrate the procedures for hanging all coats together after cleaned. TEKS 2C, 4A, 5A	1	2	3	4	5
5	Demonstrate the correct procedures for hanging all dresses together after cleaned. TEKS 2C, 4A, 5A	1	2	3	4	5
6	Be able to demonstrate the fundamentals of pressing and ironing. TEKS 3E	1	2	3	4	5
7	Be able to package and wrap cleaned items. TEKS 5D	1	2	3	4	5
8	Demonstrate how to get orders from lines by finding ticket first. TEKS 2B, 2D	1	2	3	4	5
9	Be able to role-play how to greet customers. TEKS 2A, 5A	1	2	3	4	5
10	Demonstrate how each bundle of clothes goes to separate stations: pants, coats, dresses, and blouses. TEKS 5A	1	2	3	4	5

SUB-TOTAL _____

Third Semester Skills [Curriculum Goals]

1	Demonstrate how pants pockets must be flat before pressing. TEKS 3C	1	2	3	4	5
2	Demonstrate how pleats on pants must be sharp. TEKS 3C	1	2	3	4	5
3	Demonstrate putting pants on pants topper. TEKS 3C	1	2	3	4	5
4	Be able to show how to remove pants from topper after steaming stops. TEKS 3C	1	2	3	4	5
5	Demonstrate pressing one leg at a time on the pants press. TEKS 3C	1	2	3	4	5
6	Demonstrate how to hang pants after pressed. TEKS 3C	1	2	3	4	5
7	Demonstrate pressing sleeves of shirts. TEKS 3C	1	2	3	4	5
8	Demonstrate pressing the cuffs. TEKS 3C	1	2	3	4	5
9	Demonstrate how to use the cuffer and collar machine. TEKS 2C, 3C	1	2	3	4	5
10	Demonstrate how to buck to finish the front of shirts. TEKS 2C, 3C	1	2	3	4	5

SUB-TOTAL _____

Fourth Semester Skills [Curriculum Goals]

1	Demonstrate how to press a yoke on dresses. TEKS 2C, 3C	1	2	3	4	5
2	Demonstrate how to press the back of dresses. TEKS 2C, 3C	1	2	3	4	5
3	Demonstrate how to press a collar on dresses. TEKS 2C, 3C	1	2	3	4	5
4	Demonstrate how to press a tail on dresses. TEKS 2C, 3C	1	2	3	4	5
5	Show how to hang dresses on a hanger and place on a conveyer. TEKS 2C	1	2	3	4	5
6	Demonstrate how to press skirts. TEKS 2C, 3C	1	2	3	4	5
7	Demonstrate how to match tags and clothes with names on tickets. TEKS 2B, 2D	1	2	3	4	5
8	Demonstrate how to inspect garments. TEKS 2B, 2D	1	2	3	4	5
9	Demonstrate how to work orders by comparing tag numbers. TEKS 2B, C, D	1	2	3	4	5
10	Demonstrate how to run tickets through computer cash register. TEKS 2B,D	1	2	3	4	5

SUB-TOTAL _____

TOTAL _____

Grading/Scoring Criteria:

Evaluation Codes	Level of Supervision
5. High Competence Level-Acquiring Skills	No Assistance
4. Moderately High Competence Level-Satisfactory Progress	Minimal Assistance
3. Adequate Competence Level-Limited Skill	Routine Assistance
2. Moderately Low Competence Level-Needs Adaptations	Frequent Assistance
1. Low Competence Level-Unable to Perform	Constant Assistance

ASOS-LS//MW4B

Appendix H

LIFE CENTERED CAREER EDUCATION AND STANDARDS OF WORK PERFORMANCE MATRIX WM. A. QUINONES, PH.D. - 1998

Each Number Code on the LCCE corresponds to a subcompetency for which there are comprehensive lesson plans available. For example, Code 86 [Meets demands for quality work] corresponds to subcompetency 86 (Brolin, 1997). For the WAP, the Code Letters and Numbers refer to item numbers in the four areas: HA-Work Habits, IR-Interpersonal relationships, CO=Cognitive Skills, and WP=Work Performance (Becker, 1989).

LCCE CURRICULUM AREA, Competency, and Subcompetency (Brolin, 1997, pp. 12-13)		STREET COMMUNITY SURVIVAL SKILLS CURRICULUM AND TEST (Linkenhoker & McCarron, 1979)	BECKER WORK ADJUSTMENT PROFILE (Becker, 1989)
DAILY LIVING SKILLS			
<i>1. Managing Personal Finance</i>			
01	Identify money and make correct change	MONEY	CO1 CO10
02	Make responsible expenditures	MONEY	CO1 CO10
03	Keep basic financial records		
04	Calculate and pay taxes		
05	Use credit responsibly		
06	Use banking services		
<i>2. Selecting and Managing a Household</i>			
07	Maintain home exterior/interior	MEASUREMENTS	C09
08	Use basic appliances and tools	TOOLS	WP14
		DOMESTIC MANAGEMENT	
09	Select adequate housing		
10	Set up household		
11	Maintain home grounds		
<i>3. Caring for Personal Needs</i>			
12	Physical fitness, nutrition, and weight		

13	Grooming and hygiene	HEALTH, FIRST AID, AND SAFETY	CO12 HA1 HA10
14	Dress appropriately		HA3
15	Common illness, prevention, and treatment	HEALTH, FIRST AID, AND SAFETY	HA1 WP16
16	Practice personal safety	FUNCTIONAL SIGNS	WP15 WP16
		HEALTH, FIRST AID, AND SAFETY	
4.	<i>Raising Children and Meeting Marriage Responsibilities</i>		
17	Physical care for raising children		
18	Psychological aspects of raising children		
19	Marriage responsibilities		
5.	<i>Buying, Preparing, and Consuming Food</i>		
20	Purchase food	DOMESTIC MANAGEMENT	C01 CO10
21	Clean food preparation areas		
22	Store food		
23	Prepare meals		HA9
24	Appropriate eating habits		
25	Plan and eat balanced meals		
6.	<i>Buying and Caring for Clothing</i>		
26	Wash/clean clothing		
27	Purchase clothing		C01 CO10
28	Iron, mend and store clothing		
7.	<i>Establishing Responsible Citizenship</i>		
29	Civil rights and responsibilities		
30	Nature of local, state, and federal governments		
31	Knowledge of the law and ability to follow the law		
32	Knowledge of citizen rights and responsibilities		IR2 IR5

53	<i>Appropriate behavior in public places</i>	IR3
54	Know important character traits	IR4 IR10
55	<i>Recognize personal roles</i>	
13.	<i>Maintaining Good Interpersonal Skills</i>	
56	Listening and responding skills	CO2 CO13 WP5 WP8
57	<i>Establish and maintain close relationships</i>	
58	Make and maintain friendships	
14.	<i>Achieving Independence</i>	
59	Strive toward self-actualization	CO15 CO18 WP3 WP7 WP10
60	Demonstrate self-organization	
61	Awareness of how one's behavior affects others	IR8
15.	<i>Making Adequate Decisions</i>	
62	Locate and utilize sources of assistance	CO12 WP5 WP8
63	Anticipate consequences	
64	Develop and evaluate alternatives	
65	Recognize nature of a problem	
66	Develop goal-seeking behavior	
16.	<i>Communicating with Others</i>	
67	Recognize and respond to emergency situations	CO8
68	Communicate with understanding	CO2 CO3

		C08 WP5 WP8
69	Know subtleties of communication	
OCCUPATIONAL GUIDANCE AND PREPARATION		
	<i>17. Knowing and Exploring Occupational Opportunities</i>	
70	Identify remunerative aspects of work	
71	Locate sources of occupational and training information	
72	Identify personal values	
73	Identify societal values	
74	Classify jobs into occupational categories	
75	Investigate local occupational and training opportunities	
	<i>18. Selecting and Planning Occupational Choices</i>	
76	Make realistic occupational choices	
77	Identify requirements of appropriate and available jobs	
78	Identify occupational aptitudes	
79	Identify major occupational interests	
80	Identify major occupational needs	
<i>19. Exhibiting Appropriate Work Habits and Behavior</i>		
81	Follow directions and observe regulations	CO13 IR3 IR7
82	Recognize importance of attendance and punctuality	HA4 HA6

			CO13 IR3 IR7 WP16
83	Recognize importance of supervision		
84	Knowledge of occupational safety		WP15 WP16
85	Work with others		IR2 IR4 IR5 IR10
86	Meet demands for quality work		CO14 CO15 CO16 CO17 CO18 HAS HA7 IR11 IR12 WP1 WP2 WP3 WP6 WP7 WP9 WP10 WP11 WP14 WP15 WP21
87	Work at a satisfactory rate		WP4 WP13
88	<i>20. Seeking, Securing & Maintaining Employment</i> Search for a job		

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		TIME	
89	Apply for a job		CO4 CO5 CO6
90	Interview for a job		
91	Know how to maintain post-school occupational adjustment		
92	Knowledge of competitive standards		
93	Adjust to changes in employment		
21.	<i>Obtaining Specific Occupational Skills</i>		
94	Demonstrate stamina and endurance	WP17 WP22	
95	Demonstrate satisfactory balance and coordination	WP18 WP20	HA8 WP20
96	Demonstrate manual dexterity		
97	Demonstrate sensory discrimination	BASIC CONCEPTS	WP19
22.	<i>Obtaining Specific Occupational Skills</i>		CO11
98	Obtaining Specific Occupational Skills		

LCCE-SWP/CURR

Appendix I

**LIFE CENTERED CAREER EDUCATION
AND SPECIFIC VOCATIONAL PROGRAMS**

(INPUT FROM MULTIPLE CAREERS MAGNET CENTER STAFF)

[Meets demands for quality work] corresponds to subcompetency 86 (Brolin, 1997). For the WAP, the Code Letters and Numbers refer to item numbers in the four areas: HA=Work Habits [R=Interpersonal relationships, CO=Cognitive Skills, and WP=Work Performance (Becker, 1989).

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
<i>3. Caring for Personal Needs</i>										
12 Physical fitness, nutrition, and weight										
13 Grooming and hygiene	HEALTH, FIRST AID, AND SAFETY	CO12 HA1 HA10	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
14 Dress appropriately		HA3	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
15 Common illness, prevention, and treatment	HEALTH, FIRST AID, AND SAFETY	HA1 WP16								
16 Practice personal safety	FUNCTIONAL SIGNS HEALTH, FIRST AID, AND SAFETY	WP15 WP16	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
<i>4. Raising Children and Meeting Marriage Responsibilities</i>										
17 Physical care for raising children										
18 Psychological aspects of raising children										
19 Marriage responsibilities										
<i>5. Buying, Preparing, and Consuming Food</i>										
20 Purchase food	DOMESTIC MANAGEMENT	C01 CO10								
21 Clean food preparation areas										
22 Store food										
23 Prepare meals										
24 Appropriate eating habits										
25 Plan and eat balanced meals										
<i>6. Buying and Caring for Clothing</i>										
26 Wash/clean clothing										

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
27 Purchase clothing		C01 CO10								XXX
28 Iron, mend and store clothing										XXX
7. Establishing Responsible Citizenship										
29 Civil rights and responsibilities										
30 Nature of local, state, and federal governments										
31 Knowledge of the law and ability to follow the law			IR2 IR5 IR6 IR9							
32 Knowledge of citizen rights and responsibilities										
8. Utilizing Recreational Facilities and Engaging in Leisure										
33 Available community resources						FUNCTIONAL SIGNS				XXX XXX
34 Choose and plan activities										XXX XXX
35 Value of recreation										
36 Engage in group and individual activities										
37 Plan vacation time										
9. Getting Around the Community										
38 Traffic rules and safety						FUNCTIONAL SIGNS				XXX
39 Various means of transportation						PUBLIC SERVICES	CO19			XXX XXX
40 Find way around community							CO19			XXX
41 Drive a car										
PERSONAL-SOCIAL SKILLS										
10. Achieving Self Awareness										

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
42 Identify physical and psychological needs		CO12								
43 Identify interests and abilities							XXX			XXX
44 Identify emotions		CO12					XXX			
45 Knowledge of physical self							XXX			
<i>11. Acquiring Self Confidence</i>										
46 Express feelings of self-worth							XXX			
47 Describe other's perception of self							XXX			
48 Accept and give praise		IR7					XXX			
49 Accept and give criticism							XXX			
50 Confidence in oneself							XXX			
<i>12. Achieving Socially Responsible Behavior</i>										
51 Respect for the rights and properties of others		IR1 IR4 IR6					XXX	XXX	XXX	XXX
52 Recognize authority and follow instructions		IR3					XXX	XXX	XXX	XXX
53 Appropriate behavior in public places		IR3					XXX	XXX	XXX	XXX
54 Know important character traits		IR4 IR10						XXX		
55 Recognize personal roles								XXX		
<i>13. Maintaining Good Interpersonal Skills</i>										
56 Listening and responding skills		CO2 CO13 WP5					XXX	XXX	XXX	XXX
57 Establish and maintain close relationships								XXX		

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
58 Make and maintain friendships								XXX	XXX	
<i>14. Achieving Independence</i>										
59 Strive toward self-actualization								XXX	XXX	
60 Demonstrate self-organization										
61 Awareness of how one's behavior affects others										
<i>15. Making Adequate Decisions</i>										
62 Locate and utilize sources of assistance										
63 Anticipate consequences										
64 Develop and evaluate alternatives										
65 Recognize nature of a problem										
66 Develop goal-seeking behavior										
<i>16. Communicating with Others</i>										
67 Recognize and respond to emergency situations										
68 Communicate with understanding										
69 Know subtleties of communication										

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
OCCUPATIONAL GUIDANCE AND PREPARATION										
<i>17. Knowing and Exploring Occupational Opportunities</i>										
70 Identify remunerative aspects of work										XXX
71 Locate sources of occupational and training information										XXX
72 Identify personal values										XXX
73 Identify societal values										XXX
74 Classify jobs into occupational categories										XXX
75 Investigate local occupational and training opportunities										XXX
<i>18. Selecting and Planning Occupational Choices</i>										
76 Make realistic occupational choices										XXX XXX
77 Identify requirements of appropriate and available jobs										XXX XXX
78 Identify occupational aptitudes										XXX XXX
79 Identify major occupational interests										XXX XXX
80 Identify major occupational needs										XXX XXX
<i>19. Exhibiting Appropriate Work Habits and Behavior</i>										
81 Follow directions and observe regulations	CO13 IR3 IR7									XXX XXX XXX XXX XXX
82 Recognize importance of attendance and punctuality	HA4 HA6									XXX XXX XXX XXX XXX

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
83 Recognize importance of supervision		CO13 IR3 IR7 WP16	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
84 Knowledge of occupational safety		WP15 WP16	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
85 Work with others		IR2 IR4 IR5 IR10	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
86 Meet demands for quality work		CO14 CO15 CO16 CO17 CO18 HAS HA7 IR11 IR12 WP1 WP2 WP3 WP6 WP7 WP9 WP10 WP11 WP14 WP15 WP21	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	BLDG MAIN	BUS OFF CLER	BUS OFF SERV	FOOD SERV	GEN CONS	HOSP SERV	LAUN DRY CL.	JOB PLAC TRAN
87 Work at a satisfactory rate		WP4 WP13								
<i>20. Seeking, Securing & Maintaining Employment</i>										
88 Search for a job										
89 Apply for a job		TIME	CO4 CO5 CO6							
90 Interview for a job										
91 Know how to maintain post-school occupational adjustment										
92 Knowledge of competitive standards										
93 Adjust to changes in employment										
<i>21. Obtaining Specific Occupational Skills</i>										
94 Demonstrate stamina and endurance		WP17 WP22								
95 Demonstrate satisfactory balance and coordination		HA8 WP20								
96 Demonstrate manual dexterity		WP18 WP19								
97 Demonstrate sensory discrimination	BASIC CONCEPTS	CO11								
<i>22. Obtaining Specific Occupational Skills</i>										
98 Obtaining Specific Occupational Skills										

LCCEASOS/CURR

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Appendix J
LIFE CENTERED CAREER EDUCATION AND
DISTRICT INITIATIVES OF READING, MATHEMATICS, & WRITING MATRIX
WM. A. QUINONES, PH.D. - 1998

Each Number Code on the LCCE corresponds to a subcompetency for which there are comprehensive lesson plans available. For example, Code 86 [Meets demands for quality work] corresponds to subcompetency 86 (Brodin, 1997). For the WAP, the Code Letters and Numbers refer to item numbers in the four areas: HA=Work Habits, IR=Interpersonal relationships, CO=Cognitive Skills, and WP=Work Performance (Becker, 1989).

LCCE CURRICULUM AREA, Competency, and Subcompetency	STREET [COMMUNITY] SURVIVAL SKILLS CURRICULUM AND TEST	BECKER WORK ADJUSTMENT PROFILE	READING	MATH	WRITING
DAILY LIVING SKILLS					
<i>1. Managing Personal Finance</i>					
01 Identify money and make correct change	MONEY	CO1 CO10	XXXXXXX		
02 Make responsible expenditures	MONEY	CO1 CO10	XXXXXXX		
06 Use banking services		CO1 CO10			XXXXXXX
<i>2. Selecting and Managing a Household</i>					
08 Use basic appliances and tools	MEASUREMENTS TOOLS DOMESTIC MANAGEMENT	C09 WP14	XXXXXXX	XXXXXXX	
13 Grooming and hygiene	HEALTH, FIRST AID, AND SAFETY	CO12 HA1 HA10	XXXXXXX		
15 Common illness, prevention, and treatment	HEALTH, FIRST AID, AND SAFETY	HA1 WP16	XXXXXXX		
16 Practice personal safety	FUNCTIONAL SIGNS HEALTH, FIRST AID,	WP15 WP16	XXXXXXX		

		AND SAFETY				
20	Purchase food	DOMESTIC MANAGEMENT	C01 C010	XXXXXXX	XXXXXXX	XXXXXXX
27	Purchase clothing		C01 C012	XXXXXXX	XXXXXXX	XXXXXXX
		7. Establishing Responsible Citizenship				
33	Available community resources	FUNCTIONAL SIGNS		XXXXXXX		
		9. Getting Around the Community				
38	Traffic rules and safety	FUNCTIONAL SIGNS		XXXXXXX		
39	Various means of transportation	PUBLIC SERVICES	C019	XXXXXXX		
40	Find way around community		C019	XXXXXXX		
		PERSONAL-SOCIAL SKILLS				
68	Communicate with understanding		C02 C03 C08 WP5 WP8	XXXXXXX	XXXXXXX	XXXXXXX
		OCCUPATIONAL GUIDANCE AND PREPARATION				
		17. Knowing and Exploring Occupational Opportunities				
70	Identify remunerative aspects of work			XXXXXXX		
71	Locate sources of occupational and training information			XXXXXXX		
75	Investigate local occupational and training opportunities			XXXXXXX	XXXXXXX	
		18. Selecting and Planning Occupational Choices				
82	Recognize importance of attendance and punctuality				XXXXXXX	
		20. Seeking, Securing & Maintaining				
					HA4 HA6	

<i>Employment</i>		TIME	C04 C05 C06	XXXXXXX	XXXXXXX
89	Apply for a job				
21.	<i>Obtaining Specific Occupational Skills</i>				
97	Demonstrate sensory discrimination	BASIC CONCEPTS	C011	XXXXXXX	
22.	<i>Obtaining Specific Occupational Skills</i>				
98	Obtaining Specific Occupational Skills				

LCCE-RM2/CURR

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Appendix K

BECKER WORK ADJUSTMENT PROFILE-INDIVIDUAL STUDENT (Work Adjustment Profile, Becker 1989)

Revised:
11/09/99

Date: _____

Last Name: _____

First Name: _____

Sex: _____ DOB: _____ Age: _____

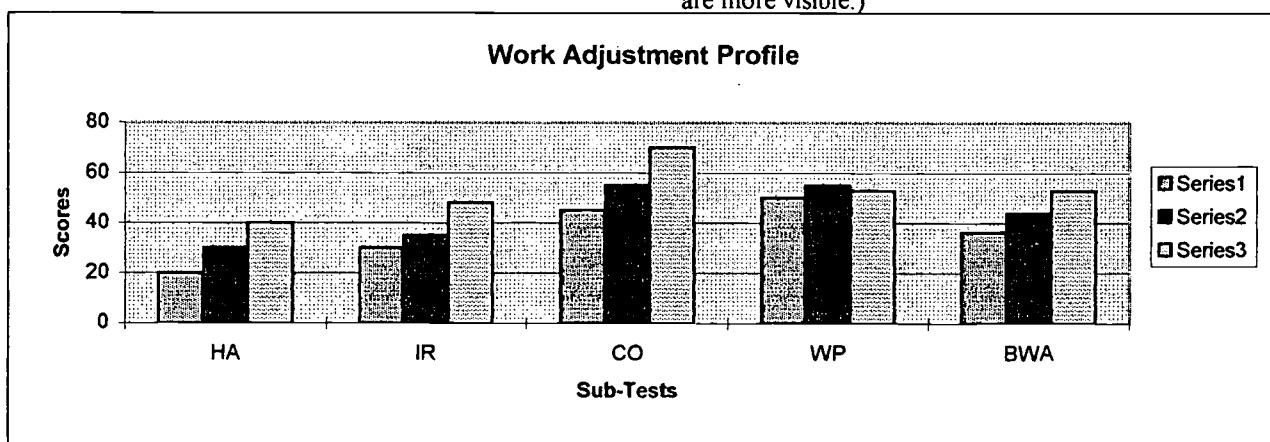
Home School: _____ Race: _____

RAW SCORE SCALE SUMMARY

	RAW SCORE BASELINE <i>[Series 1]</i>	RAW SCORE MID-TERM <i>[Series 2]</i>	RAW SCORE EOY-FINAL <i>[Series 3]</i>	=====	=====	=====
				=====	=====	=====
Work Habits	HA	20	30	40		
Interpersonal Relationships	IR	30	35	48		
Cognitive Skills	CO	45	55	70		
Work Performance Skills	WP	50	55	53		
Broad Work Adjustment	BWA	36.25	43.75	52.75		

(Domain Areas from Becker, 1989.)

(BWA is an average so that domain profiles
are more visible.)



CAREER DEVELOPMENT LEVEL

Expected Program Level

Community Competitive

Transitional Sheltered

Extended Workshop

Work Activity

Day Care

(Above program level terms from Becker, 1989 and McCarron-Dials Systems, 1991.)

Competency Level

High

Moderately High

Adequate

Moderately Low

Low

Appendix L

STREET SURVIVAL SKILLS QUESTIONNAIRE-INDIVIDUAL PROFILE (Street Survival Skills Questionnaire, Linkenhoker & McCarron, 1979)

Revised:
11/09/99

Date: _____

Last Name: _____

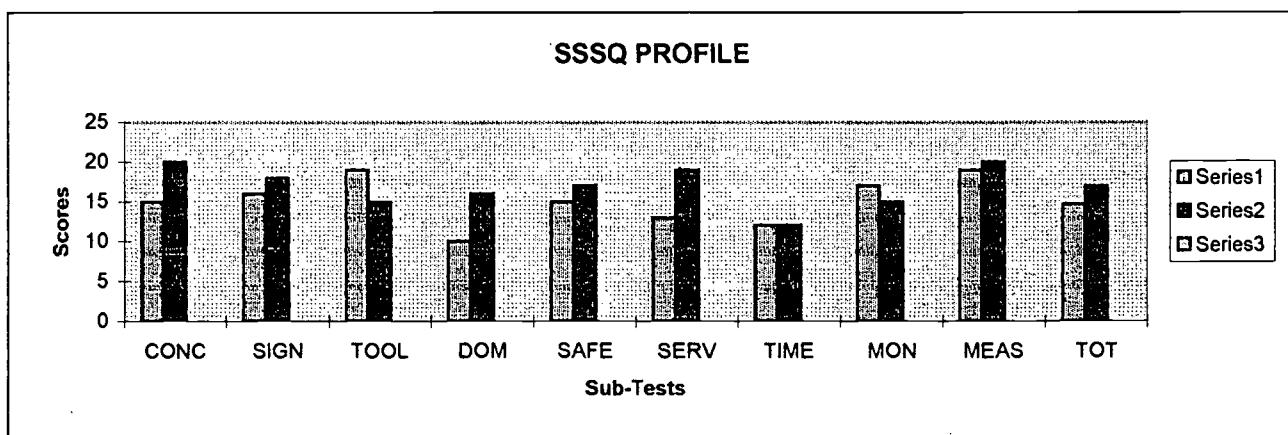
First Name: _____

Sex: _____ DOB: _____ Age: _____

Home School: _____ Race: _____

FULL SCALE SUMMARY-2-3rd YEAR

		<i>RAW SCORE</i> <i>YEAR 1</i> <i>[Series 1]</i>	<i>RAW SCORE</i> <i>YEAR 2</i> <i>[Series 2]</i>	<i>RAW SCORE</i> <i>YEAR 3</i> <i>[Series 3]</i>	[OPTIONAL]
BASIC CONCEPTS	CONC	15	16	20	
FUNCTIONAL SIGNS	SIGN	16	18		
TOOLS	TOOL	19	15		
DOMESTICS	DOM	10	16		
HEALTH & SAFETY	SAFE	15	17		
PUBLIC SERVICES	SERV	13	19		
TIME	TIME	12	12		
MONETARY	MON	17	15		
MEASUREMENTS	MEAS	19	20		
TOTAL-AVERAGE	TOT	14.63	16.89		
(Total is an average so that area profiles are more visible.)					
TOTAL-ACTUAL		136	152		



CAREER DEVELOPMENT LEVEL

Expected Program Level*

Community Employment

Transitional/Vocational Adjustment

Extended/Prevocational

Work Activity/Prevocational

Day Care/Basic Skills

(* Linkenhoker & McCarron, 1979)

Competency Level

High

Moderately High

Adequate

Moderately Low

Low

SSSQ Raw Score Range*

179+

156-178

124-155

105-123

62-104

Appendix M

ACQUISITION OF SPECIFIC OCCUPATIONAL SKILLS-INDIVIDUAL STUDENT PROFILE DEVELOPED BY WM. A. QUINONES, PH.D., 10/11/98

Revised:

11/09/99

Date: _____

Last Name: _____

First Name: _____

SAMPLE

Sex: _____ DOB: _____

Age: _____

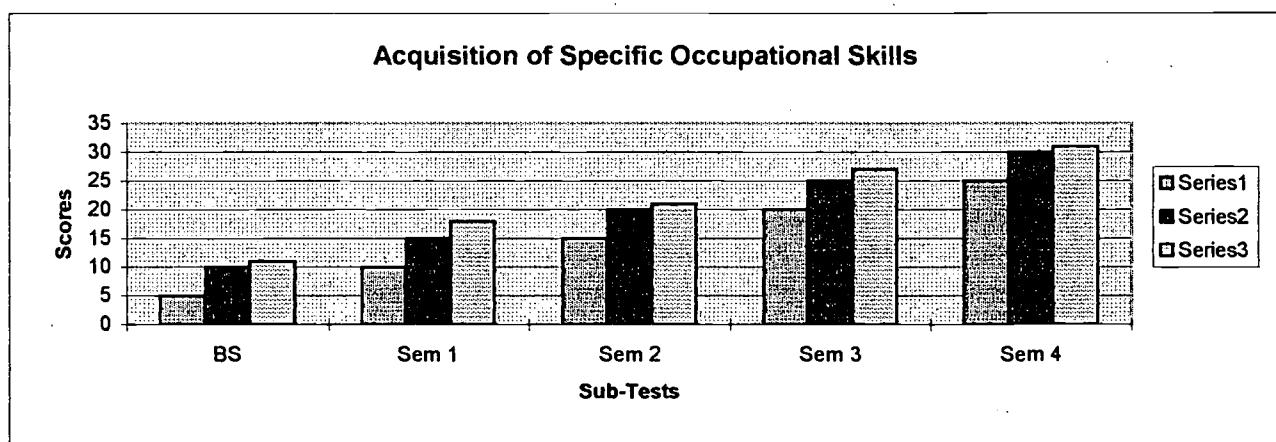
Home School: _____

Race: _____

CTED PROGRAM: RAW SCORE SCALE SUMMARY

YEAR IN PROGRAM:

		<i>RAW SCORE</i>	<i>RAW SCORE</i>	<i>RAW SCORE</i>
		<i>Mid-Term</i>	<i>Final</i>	<i>Mid/Final</i>
		<i>First Year</i>	<i>First Year</i>	<i>Year 2</i>
		<i>[Series 1]</i>	<i>[Series 2]</i>	<i>[Series 3]</i>
Prerequisite Skills/Basic Skills	BS	5	10	11
Semester 1	Sem 1	10	15	18
Semester 2	Sem 2	15	20	21
Semester 3	Sem 3	20	25	27
Semester 4	Sem 4	25	30	31
TOTAL SCORES		17.5	22.5	24.25



EMPLOYABILITY STATUS LEVEL

Expected Program Level

- Community Competitive
- Transitional Sheltered
- Extended Workshop
- Work Activity
- Day Care

(Above program level terms from Becker, 1989 and McCarron-Dial Systems, 1991.)

Competency Level

- High
- Moderately High
- Adequate
- Moderately Low
- Low



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(OERI)
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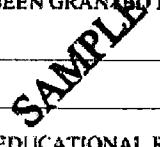
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Author(s):	William A. Quinones, Ph.D.	
Corporate Source:	Dallas Independent School District	Publication Date: 1999

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